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Identifiers-California

A survey of 22 dental assisting programs showed an average of 1,124 hours of instruction in dental assisting for 15 four-semester, 955 for three three-semester, and 1,042 for four two-semester programs. The average instructional hours for the four-semester programs were 48 in introduction to dental assisting, 179 in the life sciences, 221 in the physical sciences, 181 in chairside procedures, 146 in dental laboratory procedures, 125 in practice administration, and 224 in supervised practical experience. Hours in general education averaged 479. There were trends toward (1) an increasing emphasis on ethics, professional organization, grooming, terminology, radiography, orthodontic and emergency chairside procedures, laboratory procedures for orthodontic appliances, insurance procedures, dental office and dental school experience, English, typing, speech, and psychology, and (2) a slight decrease in emphasis in time devoted to denture construction. The model associate degree program proposed, based upon survey data, includes (1) 32 semester units and a total of 1,011 hours in dental assisting courses, (2) 14 to 20 semester units in related business, communication, natural science, and applied psychology courses, and (3) 10 to 19 semester units in general education. (JK)

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Dental Assisting Education in California

CALIFORNIA STATE DEPARTMENT
OF EDUCATION
BUREAU OF INDUSTRIAL EDUCATION

in cooperation with

DIVISION OF VOCATIONAL EDUCATION
UNIVERSITY OF CALIFORNIA

1968 Los Angeles

Foreword

Dental Assisting Education in California is intended to provide a guide for the development of new programs or for improvement of existing programs of dental assisting.

This publication is the result of a two-year survey of the curricula in Dental Assisting in the California junior colleges. The project was planned and conducted by the Bureau of Industrial Education in cooperation with the Division of Vocational Education at the University of California under the direction of Lee D. Bodkin with the assistance of Edgar Smith and G. F. Peters. Final refinements were made to the curriculum and unit objectives at a workshop at the University of California Conference Center, Lake Arrowhead, in August, 1967, under the direction and guidance of Richard L. Lano and David Allen.

Upon the suggestion of the State Educational Advisory Committee for Dental Assisting, an attempt has been made to construct a suggested model curriculum which may be used as a reference in the establishment of more uniformity in the educational preparation of Dental Assistants. The advisory committee spent many hours reviewing and evaluating materials from the best practices of the profession gathered in the initial survey.

Richard S. Nelson

RICHARD S. NELSON, Chief
Bureau of Industrial Education

M E M O R A N D U M

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DATE: March 29, 1968

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Acknowledgments

Appreciation is expressed to the following persons who comprised the Dental Assisting State Educational Advisory Committee:

Nathan H. Boortz, Ed. D.	Chairman of the Committee, Director of Technical Education Foothill Junior College District, and representative of the California Junior College Association
Mrs. Pauline Anderson, CDA, MA	Instructor of Dental Assisting, Pasadena City College
C. W. Gilman, DDS	Past President, Southern California Dental Association
Mrs. Shirley Leonhardt, CDA	Instructor of Dental Assisting, Mesa College, San Diego
Jack Rosenberg, DDS, MA	Director of Counseling, School of Dentistry, University of the Pacific
E. H. Smith, DDS	Past President, California Dental Association
Mrs. Hazel Torres, CDA	Coordinator of Dental Assisting, College of Marin, Kentfield

PART 1

The Study

DIFFERENT AND CHANGING DEMANDS BY THE DENTAL PROFESSION

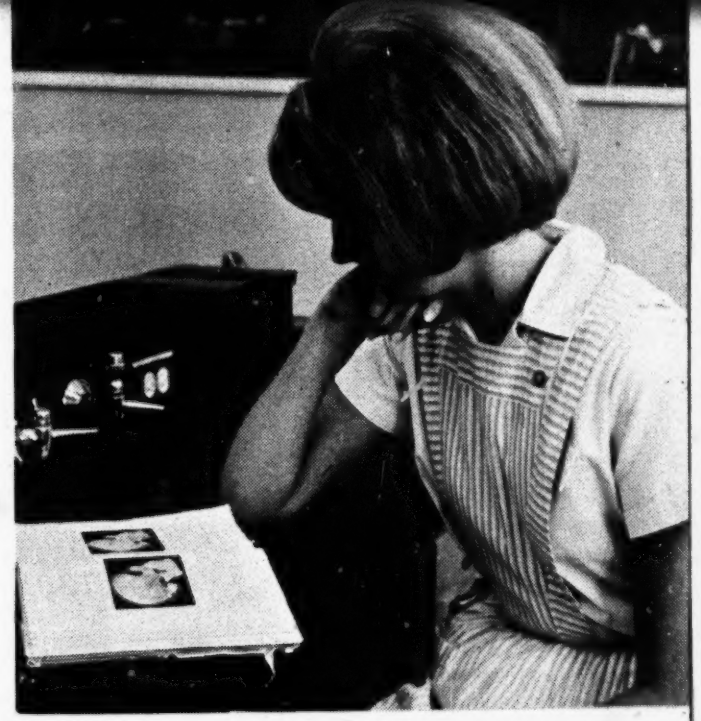
The growth of Dental Assisting Education in the California junior colleges is not unlike the developmental pattern of the colleges themselves -- a growth from often humble beginnings to some very sophisticated programs and facilities. As the junior colleges have reflected local needs and demands so dental assisting programs have grown under local control to meet the needs peculiar to each dental community. It is not surprising, therefore, that in the more than thirty programs in the State, a wide variety of curricula, facilities, and amounts of financial support have appeared over a twenty-year period.

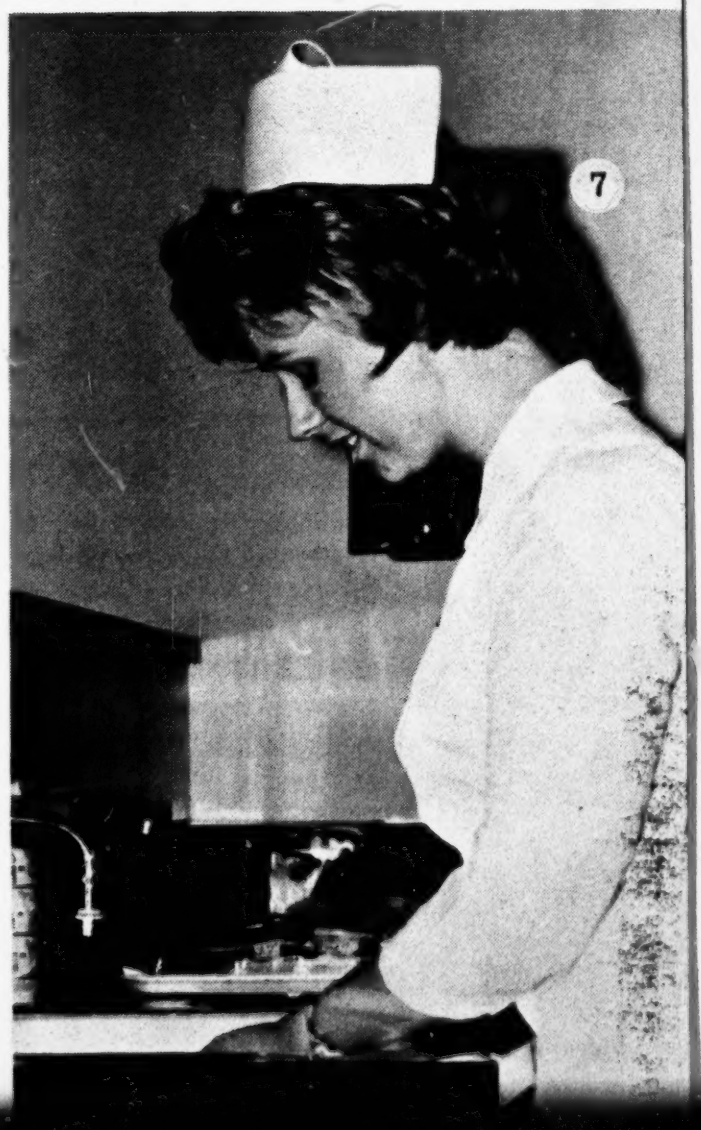
Such statewide diversity created a situation where norms were difficult to establish or recognize; difficulties were encountered by college administrators and advisory committees in determining the trends of their programs in relationship to other programs in the state. Still other problems were encountered in transferring students or teaching personnel from one program to another.

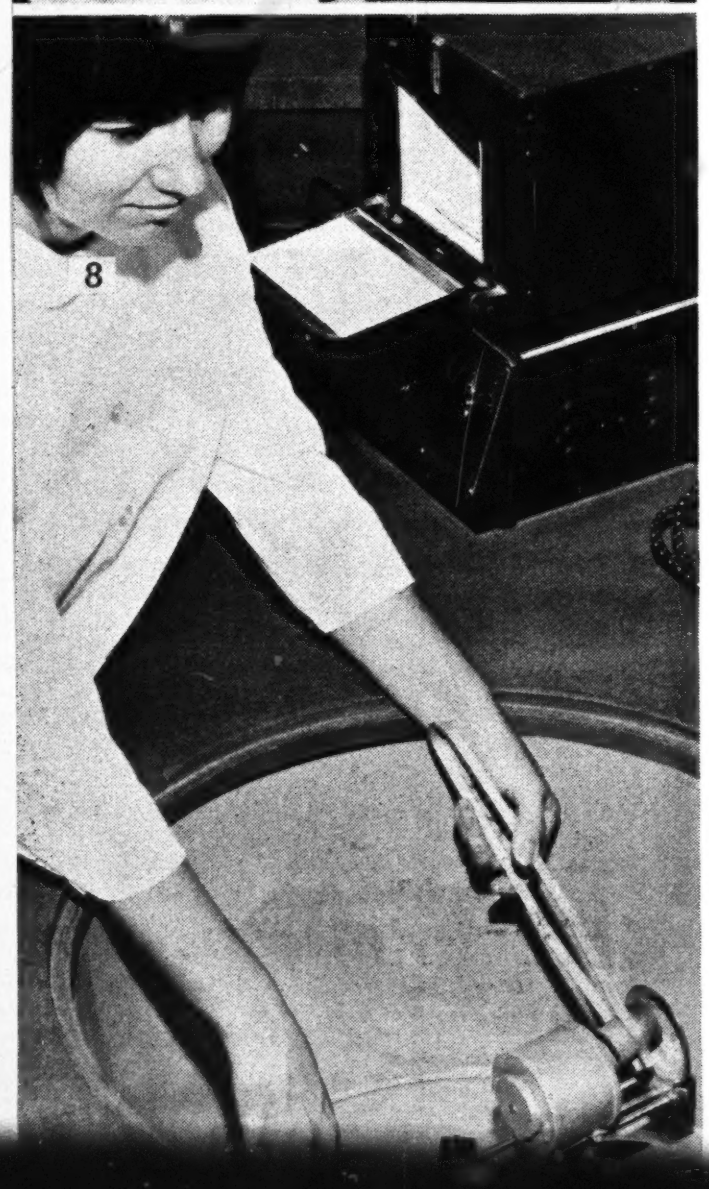
Other than geographical separation, what facts may be seen to have contributed to this wide disparity from a common norm? A few of these factors have been identified as follows:

DIFFERENT AND CHANGING DEMANDS BY THE LOCAL JUNIOR COLLEGE

Custom and the economic pattern of the various geographical areas largely determined, apparently, the extent to which local dentists made use of assistants, if at all; what tasks these girls were required to perform; and what knowledge they needed. The equipment and techniques used by local dentists had their effect on the equipment used in the school. The amount and type of administrative duties assigned to her in the office were also reflected in demands on the dental assisting educational programs in the junior colleges.







Most of the schools that were investigated conducted four-semester programs leading to the Associate in Arts or Associate in Science degree. As the requirements for this degree differed, the time alloted to dental assisting courses differed. A wide variety and proliferation of course titles were revealed in the pilot study. This variance of necessity had to be resolved and common denominators found before a serious investigation could be undertaken. Local academic policies largely determined this factor in most schools. The wide variation in programs seemed to involve then, a variety of factors, all changing at differing rates of change and at different stages in their patterns.

THE PROBLEM CONFRONTING THESE GROUPS RAISED SEVERAL INTERESTING QUESTIONS

It was not, nor presumably should it be the goal of the survey to imply a systematic, monolithic, identical program throughout California junior colleges. On the other hand, a determination of a norm from which to scale the position and progress of any one program was seen before and during the study to be of great importance to directors, instructors, and local advisory committees of dental assisting education in California.

The problem confronting these groups as reported above raised several interesting questions:

1. How may individual and unique progress and growth be encouraged without fragmenting any one program completely from the rest of the programs in the State?

2. How may norms be established for measuring progress or establishing the position of a program?

3. How may inter-school cooperative curriculum development activities be increased?

4. How may a desirable amount of standardization be achieved without inhibiting individual school experimentation toward superior programs?

The present survey of current curricular structure in dental assisting education as taught in the California junior colleges was accomplished in two stages.

THE PILOT STUDY

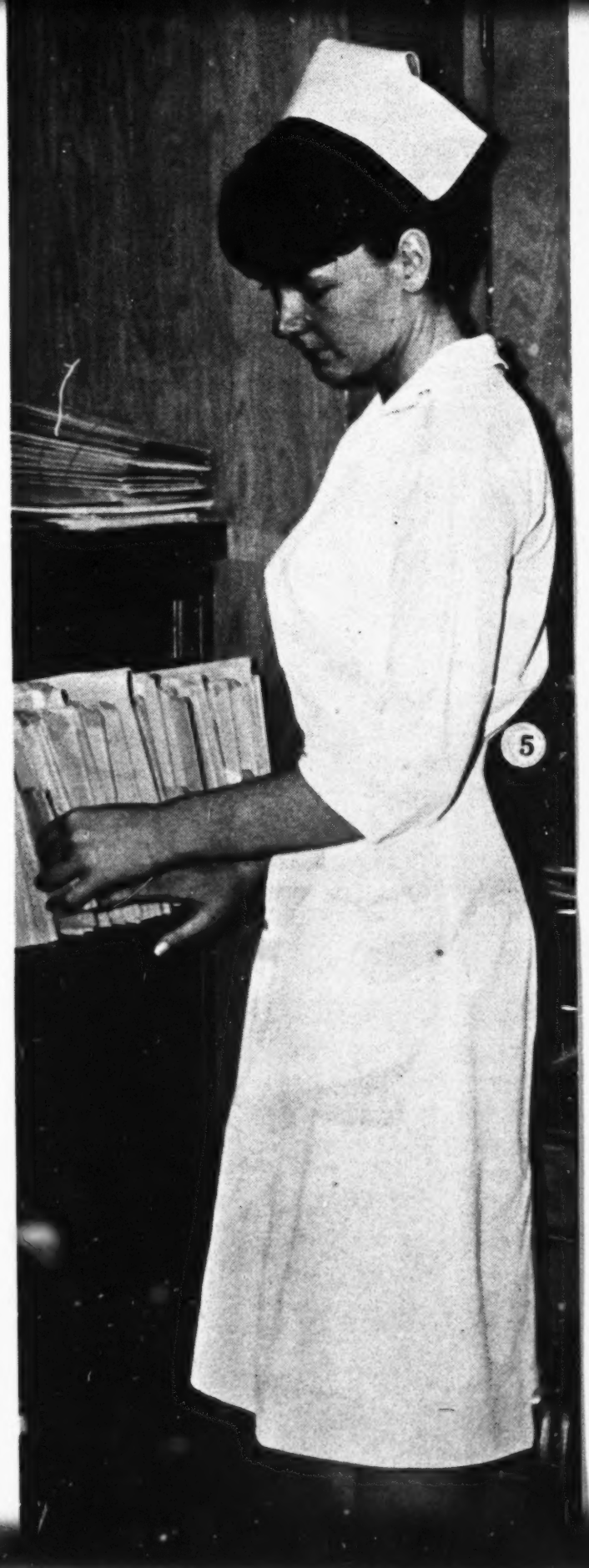
A preliminary determination of the availability and use of data which would lead to an analysis of the curricular structure of these classes was made by seeking responses to a generalized questionnaire sent to the pertinent departmental chairmen in each of the junior colleges.

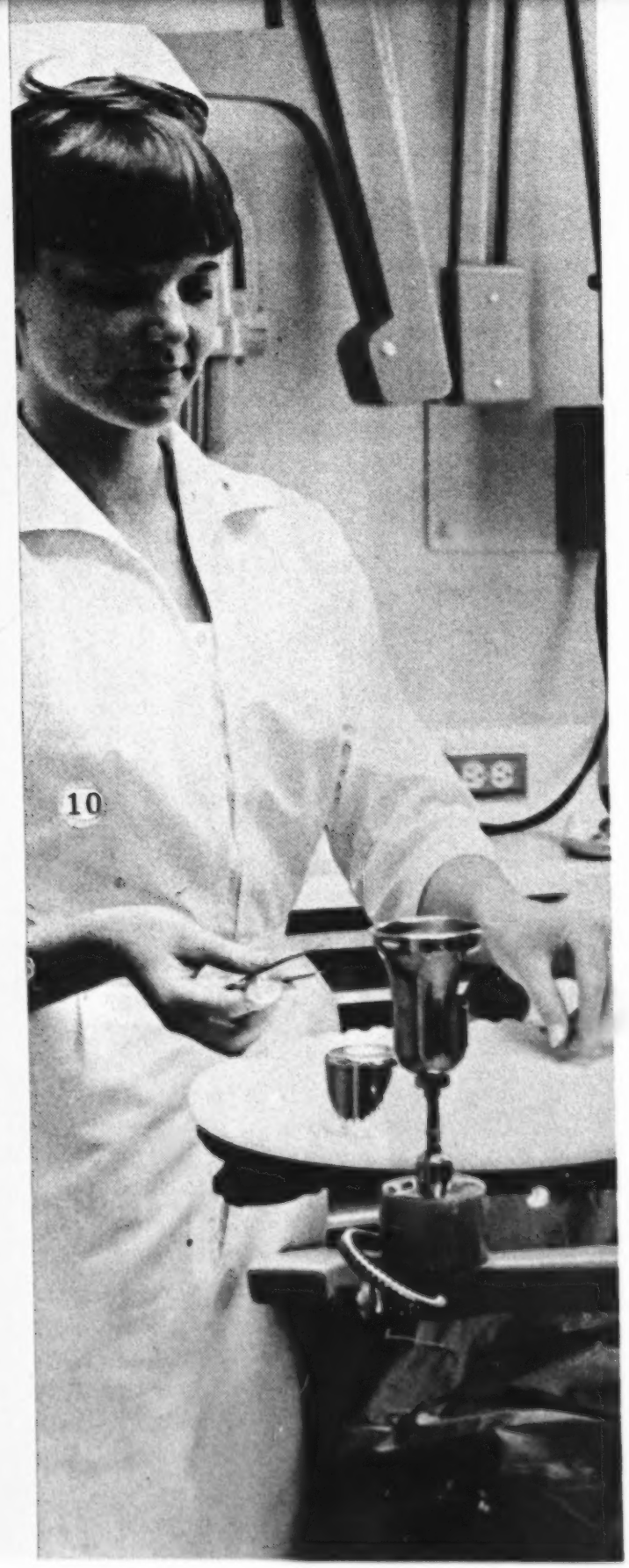
THE MAJOR SURVEY

Using the responses of the pilot study as a guide, the construction of the final instrument and the establishment of certain limitations was effected. The selected respondents -- twenty-six junior colleges -- were asked to identify their specific position in terms of seven areas of instruction within the dental assisting curriculum and also to identify their current requirements in general education for the AA and AS degree program.

THE PURPOSE OF THE STUDY

It was the purpose of the major survey to provide data from which a model of an adequate dental assisting program of education could be constructed. This model was to be conceived as a source of information and an aid for dental advisory committees and school personnel in arriving at curriculum decisions in this instructional area.





THE OBJECTIVES OF THE SURVEY

To accomplish this purpose, several specific objectives were planned:

1. To establish a common base for accurate description of programs
2. To make communications possible by clarifying the language, terminology, course titles, objectives, and practice of dental assisting
3. To determine the number of hours of instructions in two-, and three-, and four-semester programs
4. To verify the existence and extent of commonly accepted instructional areas in the dental assisting curriculum and the content of each area in terms of knowledge, skills, attitudes, and appreciations
5. To gather the data for and to construct a recommended plan of instruction for California junior colleges
6. To gather the data on which to base recommendations for physical facilities, equipment, and supplies.

THE RATIONALE OF THE SURVEY

As the purpose of the survey was to establish a model program of dental assistant education -- a model drawn from an average, normative account of what was then current in the junior college programs -- the following assumptions were involved:

1. Differing terminology could be reconciled
2. Common factors could be identified in differing course titles
3. Common major areas of instruction could be identified in spite of differing titles, terminology, and organization
4. An instrument could be designed to elicit valid responses in spite of the above differences.

If a pilot study revealed an affirmative answer to each of the above assumptions, then it appeared that these commonalities would lend themselves to a reasonably valid statewide analysis by means of a major study. The value of this survey would lie in the model, phrased in the terminology identified by the schools themselves, from which each school would be able to establish its own position in terms of the ordered responses of any other school or all of them together.

CHRONOLOGY OF THE SURVEY

1 In response to an increasing amount of correspondence between members of the dental profession, the dental assistant associations, the junior colleges, and the State Department of Education through its Bureau of Industrial Education, representatives of these various groups met at Foothill College, Los Altos Hills, California, in July, 1963. At the meeting they identified the basic problems affecting standardization of dental assisting programs in California. The Bureau of Industrial Education was asked by this group to undertake the survey herein reported.

2 The pilot survey as described earlier was designed, circulated for approval, and reviewed at a meeting in Anaheim, California, in March, 1964. An ad hoc committee of dental assisting instructors was organized to facilitate, among other things, the communications and the mechanics of the survey.

3 The results of the pilot study were reported to the field at a meeting in Toland Hall, University of California Medical Center, San Francisco, in November, 1964. This pilot study affirmed the hypothesized need for clarification of terminology and more adequate reporting procedures.

4 The construction of the major instrument was then undertaken; it was presented to a group of dental assisting instructors at Monterey Peninsula College for review in March, 1965. This group edited the document and endorsed its distribution.

Description of Dental Assisting Education in the California Junior Colleges

5 In August, 1965, the results of the major survey were presented in general terms at a four day workshop of dental assisting instructors at Asilomar, Pacific Grove, California. It was at this meeting that the elements of the model course of instruction were identified and organized, that existing supply and equipment lists were reviewed and supplemented, and recommendations were made for physical facilities and space requirements.

6 The first meeting of the California State Dental Assisting Advisory Committee was held at Asilomar in 1966.

TWENTY-SIX OF CALIFORNIA'S EIGHTY JUNIOR COLLEGES WERE OFFERING PROGRAMS IN DENTAL ASSISTING IN 1965. THESE WERE:

Cabrillo College, Aptos
Cerritos College, Norwalk
Chabot College, San Leandro
Chaffey College, Alta Loma
Contra Costa College, San Pablo
Diablo Valley College, Concord
Foothill College, Los Altos Hills
Fullerton Jr. College, Fullerton
Grossmont Jr. College, El Cajon
Laney College, Oakland
Long Beach City College, Long Beach
Los Angeles City College, Los Angeles
College of Marin, Kentfield
Merced College, Merced
Modesto Jr. College, Modesto
Monterey Peninsula College, Monterey
Orange Coast College, Costa Mesa
Pasadena City College, Pasadena
Reedley College, Reedley
Sacramento City College, Sacramento
San Diego Mesa College, San Diego
City College of San Francisco, San Francisco
San Jose City College, San Jose
College of San Mateo, San Mateo
Santa Rosa Jr. College, Santa Rosa
College of the Siskiyous, Weed

One of these programs was in a formative stage in 1966 at the time of the study, two were too new to have their laboratory facilities in operation, and one responded inadequately to the survey. Thus 22 of the 26 were included in the study.

TYPES OF PROGRAMS

A continuing trend toward the longer program was revealed in the study. Of the 22 schools, 15 were conducting four-semester programs;* there were three, three-semester programs; and two-semester programs appeared in four schools.

ALLOCATION OF TIME TO DENTAL ASSISTANT PROGRAMS IN THE COLLEGE

Number of Days Taught.

During the two-year period of the four-semester program, students attended an average of 356 days. The three-semester students attended 258 days, and those in the two-semester program were in attendance 174 days.

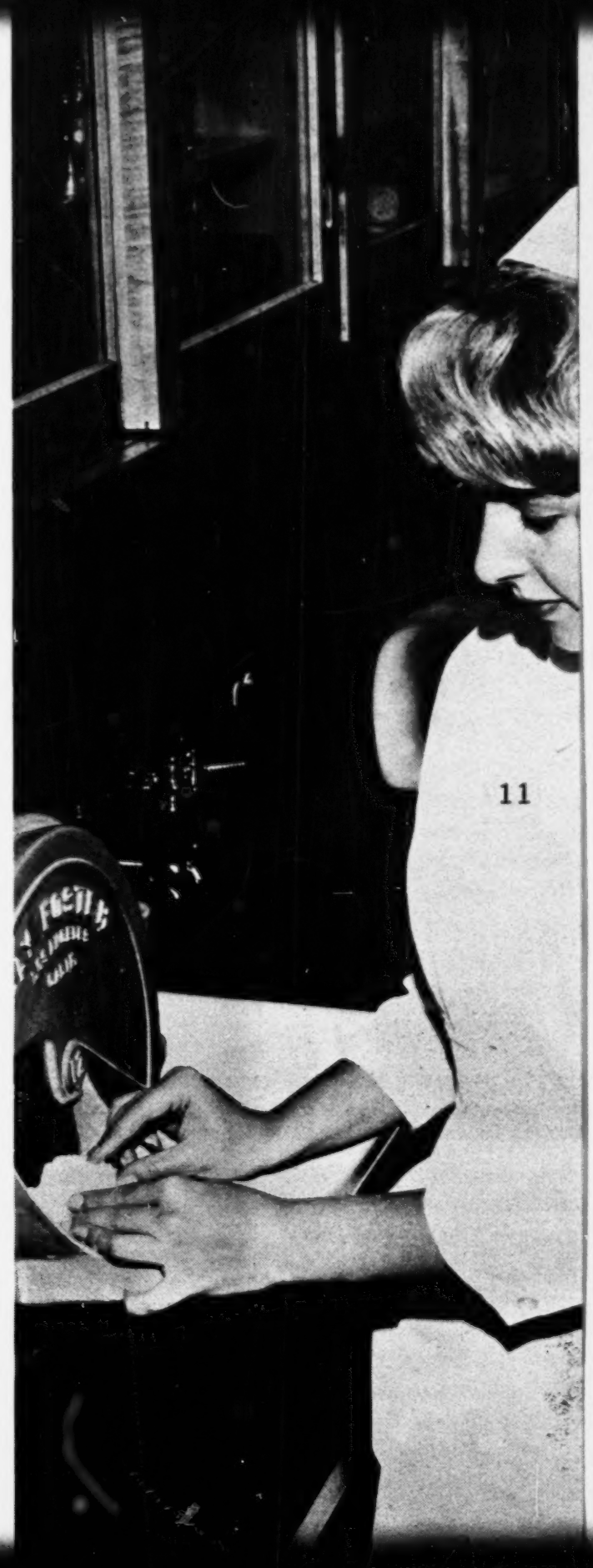
Numbers of Instructional Hours per Day in the Dental Assistant Program.

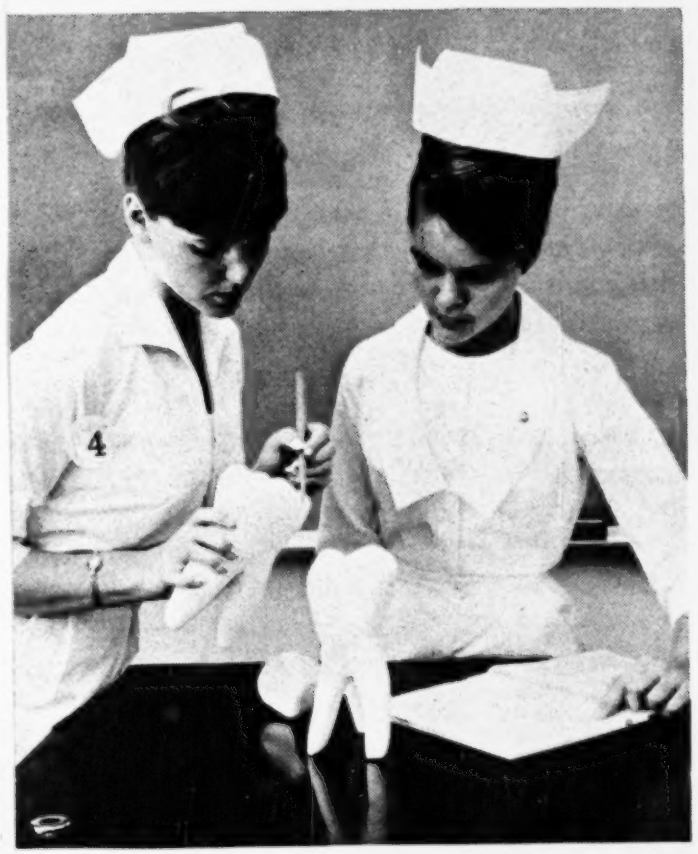
The average number of hours per day reflects the inverse pattern for the two-, three-, and four-semester programs, which might be expected. Thus, to achieve the same total number of hours -- a little over 1,000 -- that is apparently required to prepare dental assistants, the four-semester program required only 3.26 hours per day. In the meantime, the three-semester students were attending 3.81 hours per day; the two-semester students attended six hours in their dental assisting classes.

Number of Net Instructional Hours.

The data revealed that statewide, in two-, three-, and four-semester programs taken together, the average total number of instructional hours spent in dental assisting classes per student was 1,086. The four-semester students in their 15 programs averaged 1,124 hours; the three, three-semester programs averaged 955 hours; and the four, two-semester programs required 1,042 hours on the average.

* "Semester"--the reference to a semester can be clarified by thinking of a block of one (1), one and one-half ($1\frac{1}{2}$), or two (2) school years. The curriculum can be arranged to fit into a quarter system as well as a semester system. There is no rigid lock step system of presentation.





TIME UTILIZATION OF ACTIVITIES

Still another divergency among the California junior college programs appeared in the percentage of time that was divided between lecture periods and laboratory procedures. This was complicated to some extent by the time spent on field and observational visits. The allocation of the average time to these three activities -- lecture, laboratory, and field work -- in the two-, three-, and the four-semester programs is delineated in more detail in Part II.

FOUR SEMESTER PROGRAM TIME UTILIZATION

At this point the discussion narrows in scope to a presentation of the four-semester program only. As neither the two nor the three-semester programs varied radically from the four-semester programs in their net instructional hours, this summary will consider only the latter in terms of instructional content.

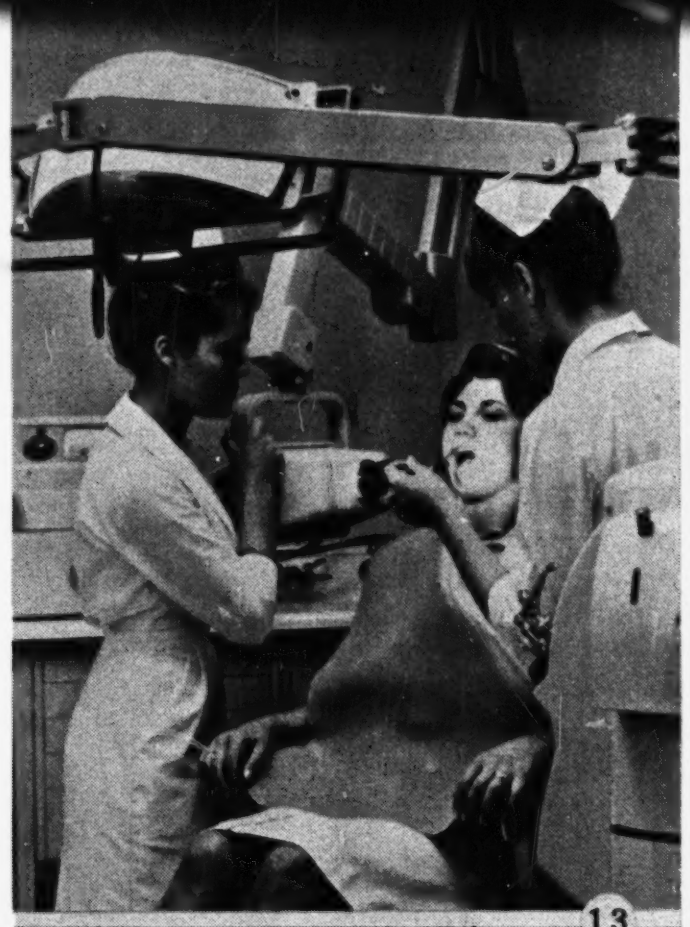
The pilot study earlier identified seven instructional areas common to the program throughout California. This list at that time included the general education requirements accompanying the dental assistant curriculum.

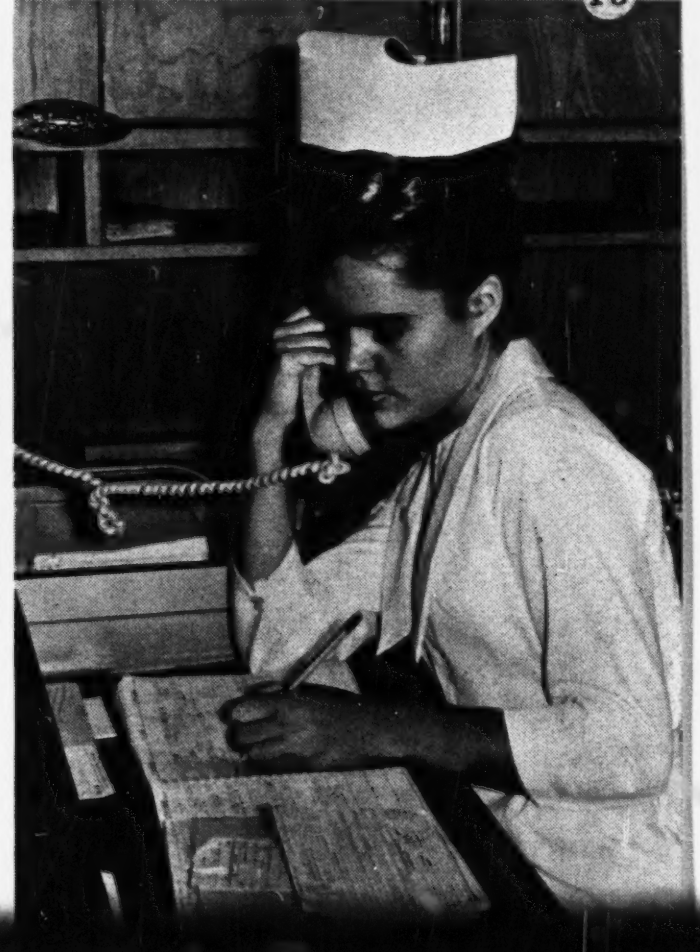
At Monterey in 1965, it was determined to exclude these general courses from the survey data because of the widespread overlapping and lack of uniformity. It was decided instead, to include them only for general comparative purposes. At the same time the Clinical Sciences were separated into two components -- chairside procedures and dental laboratory procedures.

Therefore, the data to follow is reported in terms of the following instructional areas in the dental assistant curriculum as currently taught in California in the four-semester programs. As described above, this reflects the average net instructional hours of the four-semester program only.

MAJOR SUBJECT AREAS

Section	Title	Average No. of Hours
I	Introduction to Dental Assisting	48
II	The Life Sciences	179
III	The Physical Sciences	221
IV	The Clinical Sciences -- Chairside Procedures	181
V	The Clinical Sciences -- Dental Laboratory Procedures	146
VI	Practice Administration	125
VII	Supervised Practical Experience	224
	Total --	1,124
VIII	General Education (Approximate)	479





The survey revealed that an average of 48 hours of instructional time was spent on introduction of new students to the dental assisting field. Of this total six hours were spent on the history of the profession, areas of practice, and the growth of the "team" concept in dentistry. The ethics of this occupation in terms of intra-office and external relationships required another six hours during the first semester.

Professional grooming -- personal appearance, cleanliness, and clothing -- required another six hours of lecture plus one hour of demonstration in the laboratory, an important factor.

The students' first major field trips, however, occurred in this process when the instructor introduced these students to the professional organization of dentistry. Trips to clinics, laboratories and private offices consumed five hours of field trip time plus five hours of demonstrations, lectures, and discussions.

The terminology of dentistry and the dental assistant position still required, nevertheless, a full 13 hours of lecture presentation, of which one hour was spent in the laboratory.

Testing and evaluation in the learning process consumed four hours of the instructional time, three in the classroom and one in the laboratory.

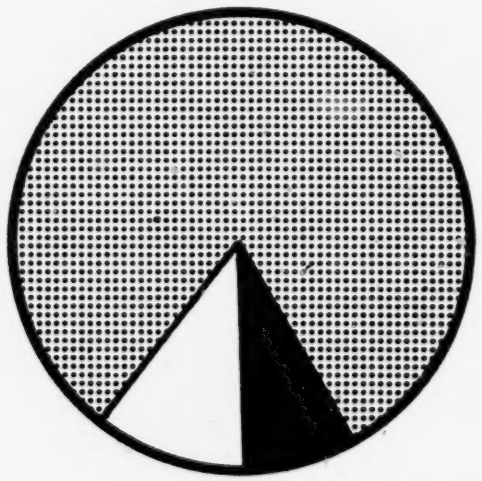
Another function of teaching -- the establishment of a social structure in the classroom environment with tasks and responsibilities for each member -- required another two hours, one in lecture and one in laboratory demonstration.

Thus, forty-eight hours, generally confined to the first semester were spent, as reported, in the introduction of the student to her chosen occupation: 39 hours in lecture; four hours in the laboratory; and five spent on field work.

TREND: INCREASING EMPHASIS ON ETHICS, PROFESSIONAL ORGANIZATION, GROOMING, TERMINOLOGY, AND CLASSROOM TESTING.

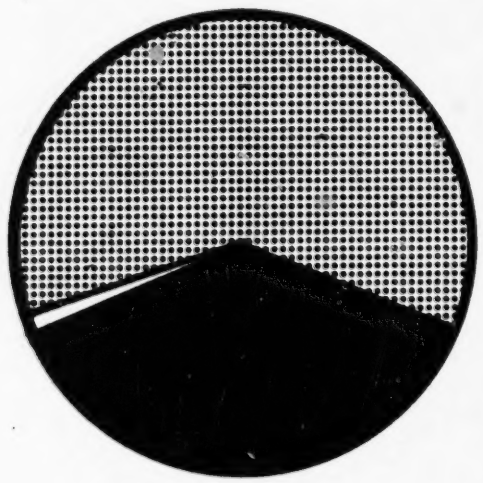
Section I

INTRODUCTION TO DENTAL ASSISTING



Section II

THE LIFE SCIENCES



LECTURE
LABORATORY
FIELD

One hundred and seventy-nine hours were reported to have been spent in the study of the life sciences pertinent to dental assistants. Bacteriology and sterilization techniques required 22 hours of laboratory time with 18 supporting lecture hours.

Oral anatomy was felt by these 22 reporting schools to be very important in the dental assistants' education. Seventy hours of lecture augmented by 43 hours of laboratory work were spent studying Morphology, Growth and Development, Embryology, Histology, and Pathology.

The Biological Sciences -- anatomy of the head and neck -- required 16 of the 18 hours reported in this area with two hours of laboratory work. Laboratory experiences occupied two of the 10 hours spent in Diet and Nutrition.

Classified under Psychology, the area of effective communications was granted 17 of the instructional hours with two hours reported as laboratory experiences.

In the 179 hours devoted to the Life Sciences, 10 were spent in the evaluation of learning, with six of these in the classroom and four in the laboratory. Some tooth carving, drawing, and some study of anesthesia were reported under this heading, about eight hours all together. Again, five hours were spent in classroom organization and management, three in the classroom, and two in the laboratory.

IN SUMMARY, 179 hours were reported as spent in the Life Sciences: 112 in the classroom; 66 in the laboratory; and, on the average, one hour was spent in field experience.

TREND: NO INCREASE IN TIME IN THIS AREA WAS PREDICTED.

The junior college dental assisting instructors in California spent 221 of their 1,124 instructional hours (or roughly 20 percent) teaching pertinent elements of the Physical Sciences to their students. Somewhat over half of this time -- 126 hours -- was spent on Dental Radiography, with 33 hours in the classroom and 93 hours in the laboratory.

A study of dental materials required 67 hours -- 28 in lecture and 39 in the laboratory. Instruction in Pharmacology, when grouped for the survey, totaled 12 hours: 10 lecture hours and two laboratory hours.

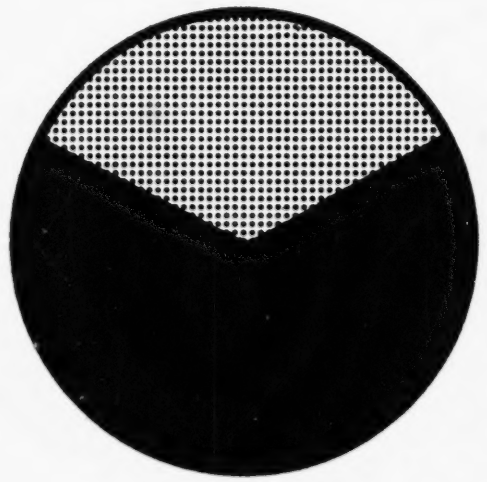
Testing in the important area of the Physical Sciences required 12 hours: six hours each in the classroom and the laboratory. The classroom organization and management in this area required one hour in the classroom and three in the laboratory, a total of four hours.

IN SUMMARY, 221 hours were spent on the Physical Sciences, 143 in the laboratory, and 78 in the classroom. No field experience was reported in this area.

TREND: AN INTENTION TO LEAVE THIS AREA PRACTICALLY UNTOUCHED AS TO HOURS SPENT WITH THE EXCEPTION OF SOME INCREASE IN DENTAL RADIOGRAPHY AND IN THE TIME SPENT IN EVALUATION AND TESTING.

Section III

THE PHYSICAL SCIENCES

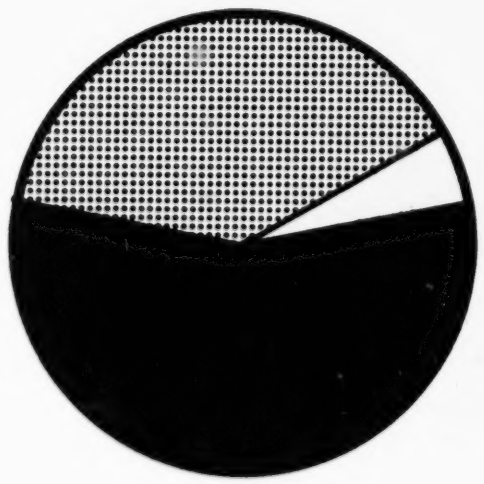


LECTURE
LABORATORY
FIELD

Section IV

CLINICAL SCIENCES

CHAIRSIDE PROCEDURES



For the purpose of this survey, the clinical sciences were divided into two groups: Chairside Procedures and Dental Laboratory Procedures. The chairside procedures for the dental assistant were classified as (1) operative, (2) endodontics, (3) oral surgery, (4) pedodontics, (5) periodontics, (6) Dental Public Health, (7) orthodontics, and (8) emergency procedures, including first aid. With testing and classroom management, 181 hours were spent in this work. Of this 181 total, operative procedures for dental assistants were reported as requiring 88 hours: 29 in lecture and 56 in laboratory work with an average of three hours spent on field trips in this instructional area.

The hours spent on the other areas of chairside procedures ranged from six for Public Health to 17 for Oral Surgery with lecture and laboratory time about equal for each area, plus an hour average generally required for field work in each case.

Nine hours were spent in testing their students: five in the classroom and four in the laboratory. Another three hours was spent in classroom organizational activities.

IN SUMMARY, the Chairside Procedures consumed 181 hours of instructional time: 72 in the classroom; 99 in the laboratory; and 10 on field trips and observation.

TREND: IN EACH OF THE CHAIRSIDE PROCEDURES AREAS -- NO CHANGE FOR ANY EXCEPT ORTHODONTICS AND EMERGENCY PROCEDURES. EACH OF THESE TWO INDICATED AN INCREASE IN FUTURE INSTRUCTIONAL TIME.

The dental laboratory procedures required 146 hours of lecture, laboratory work, and field trips. The assistant's role in Denture Construction and Repair was presented in 52 hours with 36 of these hours being spent in the laboratory and two on field trips.

Forty-three hours were spent on Crown and Bridge work: 10 in lecture and three in the laboratory, with one hour average on field work.

Orthodontic appliances and mouthguards required 15 hours to present with 10 hours of laboratory and five hours in lecture. Sixteen hours were spent in Safety and care of equipment: 10 in the laboratory and six in lecture.

The area of Inlay Investment and Casting was introduced in seven hours, with two in lecture and five in the laboratory.

Testing in the dental laboratory procedures averages nine hours in California junior college programs: five in the laboratory and four in lecture, with three hours spent in classroom organization and management tasks.

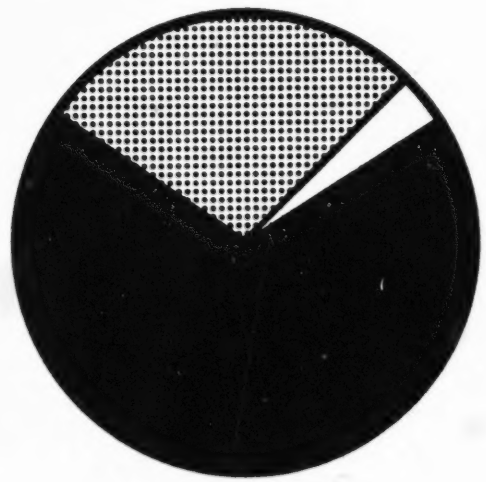
The dental laboratory procedures, in summary then, were presented to dental assisting students in 146 hours: 42 in lecture, 99 in laboratory work, and five on field trips.

TREND: SMALL DECREASE IN TIME DEVOTED TO DENTURE CONSTRUCTION AND REPAIR AND A SLIGHT TIME INCREASE IN THE AREA OF ORTHODONTIC APPLIANCES IS INDICATED.

Section V

CLINICAL SCIENCES

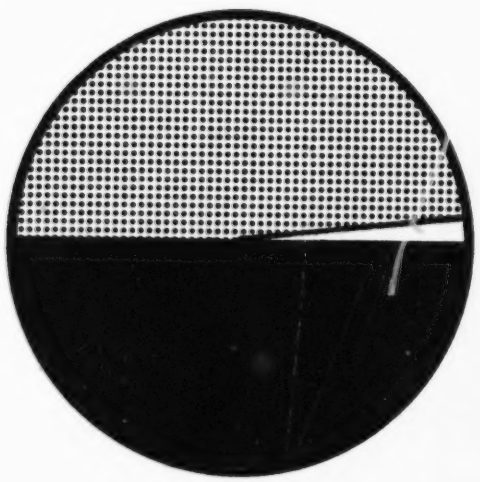
DENTAL LABORATORY PROCEDURES



LECTURE
LABORATORY
FIELD

Section VI

PRACTICE ADMINISTRATION



The art of operating a well managed and efficient office practice required 125 hours of the 1,124 hours instructional time. The survey revealed that units on Bookkeeping and Records occupied about one-half of this time, or 59 hours, with 34 of the 59 hours being spent on laboratory practice in this area plus 25 hours in the lecture room.

Eleven hours were spent in classroom discussion of the Jurisprudence involved in the dental office and from 11 to 15 hours (of which one-half was in laboratory practice) in each of three other areas: Supplies and Inventory, Insurance Forms and Practices, and Patient Education. About one hour each was spent on telephone techniques and receptionist duties.

About three hours were spent in classroom organizational and management activities and nine hours spent in classroom and laboratory testing.

IN SUMMARY, of the 125 hours spent in teaching practice administrative duties to these students, 64 hours were reported in lecture, 59 hours in the laboratory, and about two hours were spent on field trips.

TREND: NO GREAT CHANGE IS APPARENT. SOME INCREASE IN INSURANCE WORK, AND A STILL LARGER INCREASE IN PATIENT EDUCATION IS INDICATED.

An average of just 20 percent (224) of the 1,124 instructional hours was spent in practical experience in the field. The major percentage of these 224 hours was reported as laboratory work by the instructors involved in this survey while observational or field trips occupied a substantial portion of the balance.

In this very important practical phase of any occupationally-centered instructional program, 143 hours was reported as the average time spent by a student working under direct supervision of a dentist in an on-the-job office situation, including four lecture hours and two hours of field trips or observational visits.

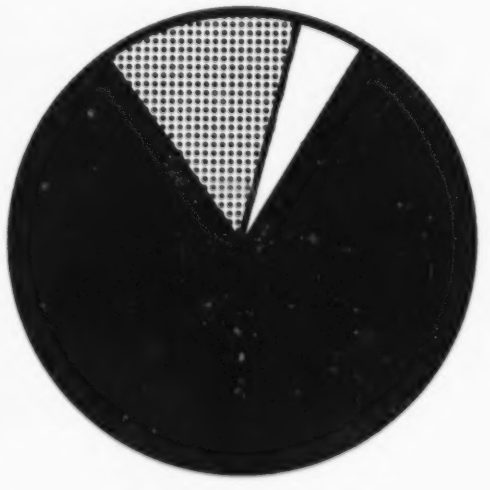
Seventy-six hours were spent in observing and working in dental offices and clinics and in schools of dentistry, with generally one visit to a dental supply house.

Organizational classroom activities and testing consumed only four hours of the 224 in this phase of their education. In summary, laboratory and practice work consumed 179 hours, field trips 35, and lecturing time only 10 of these 224 hours.

TREND: A SMALL INCREASE IN DENTAL OFFICE AND DENTAL SCHOOL EXPERIENCE.

Section VII

SUPERVISED PRACTICAL EXPERIENCES



Section VIII

GENERAL EDUCATION

The respondents to this survey were asked to indicate an estimated average number of hours that a student spent in her general education in connection with but not included in the dental assistant curriculum as such. The average figure reported was 479 hours.

Some caution should be used in interpreting the general education figures as there seemed to be some overlapping of instructional areas in the various programs as reported.

The 479 hours included work in English, Typing, Speech, the Social Sciences, and the Humanities. First aid was occasionally taught in this area, as well as psychology and nutrition. A wide variation was noted in the amount of time spent in the field of general education.

The above information regarding general education is included in this survey report primarily to give some indication of the additional work required in the AA and AS degree programs and not as any definite guideline. In general, this information may be considered outside of the scope of this report; a study of this phase is recognized as a separate and recommended task.

The instructions to the respondents specified that general education hours <u>not</u> be included in the figures reported as part of dental assisting curricula.

TREND: AN INCREASE IN ENGLISH, TYPING, SPEECH, AND PSYCHOLOGY.

A Model Program

PART 2

Introduction

Part II

The model program for dental assisting was constructed and later edited by dental assisting instructors and other professional participants at the Dental Assisting Workshop and Educational Conference held at the Asilomar Conference Grounds, Pacific Grove, California, in August, 1965.

The elements for this model program were derived from a statistical analysis and may be viewed as a normative measure of current curricular content in the California junior college classes in dental assisting.

It is organized by subject matter; the chronological sequence of instruction being an individual school prerogative.

A series of performance criteria (also referred to as "behavioral objectives") were developed in August, 1967 at a conference at Lake Arrowhead, California. Groups of dentists, dental assistant instructors and educators were assigned dental assisting curriculum "blocks" and challenged to develop instructional objectives similar, in essence, to those formulated by Mager:[5] identify the nature of the expected student performance, define the conditions under which the performance is to take place, and state the standards of competence that is expected.

The "model" includes generous samples of performance criteria statements. Knowledgeable dental assisting instructors will use, refine, and expand on those statements as the individual program is implemented.

A.A. or A.S. Degree

Prerequisites: Admission to the Dental Assisting program is based upon completion of high school courses in biology and typing or equivalent, satisfactory performance on college abilities tests and a personal interview. Deviation from course prerequisites subject to individual evaluation.

SEMESTER I

	Units
DA 50-Intro. to Dental Assisting	2
DA 52A-Bio-dental Sciences	3
Business	3
Communications I	3
Natural Science	4
P.E.	1/2
Totals	15-1/2

SEMESTER II

	Units
DA 52B-Bio-dental Sciences	3
DA 54-Dental Materials	2
DA 56-A-Practice Administration	2
Communications II	3
Elective	3
P.E.	1/2
Totals	16-1/2

SEMESTER III

	Units
DA 60A-Dental Radiography	2
DA 62A-Dental Operatory Procedures	3
DA 64A-Dental Laboratory Procedures	2
DA 70A-Supervised Clinical Experience	2
Psychology	3
Social Science	3
P.E.	1/2
Totals	15-1/2

SEMESTER IV

	Units
DA 56B-Practice Administration	3
DA 60B-Dental Radiography	2
DA 62B-Dental Operatory Procedures	2
DA 64B-Dental Laboratory Procedures	2
DA 70B-Supervised Clinical Experience	2
Fine Arts/Literature Elec.	3
P.E.	1/2
Totals	14-1/2

Curriculum Total = 62 Units

SAMPLE DENTAL ASSISTING CURRICULUM

RECOMMENDED COURSES AND UNITS

Major Courses		Sem. Units	Hours/Week Lect.	Lab.	Total	Total Hours
D.A. 50	Intro to Dental Assisting	2	2	0	2	36
D.A. 52A,B	Bio-dental Sciences	6	- 8 -		8	144
D.A. 54	Dental Materials	2	1	3	4	72
D.A. 56A,B	Practice Administration	5	- 8 -		8	144
D.A. 60A,B	Dental Radiography	4	2	5	7	126
D.A. 62A,B	Dental Operatory Procedures	5	3	6	9	165
D.A. 64A,B	Dental Laboratory Procedures	4	2	5	7	126
D.A. 70A,B	Supervised Clinical Experience	4	1	10	11	198
		32				1011

Related Courses	Semester Units
Business (e.g., typing, bookkeeping, business correspondence personal development)	2 - 5
Communication, oral and written	6
Natural Science (e.g., biology, chemistry, fundamentals of biochemistry)	3 - 6
Applied Psychology	3
Total Related	14 - 20

General Education including State and Local Requirements:

E.g.: Fine Arts, Health, Literature, Physical Education, Political Science, Sociology	10 - 19
Total Gen. Educa.	10 - 19

Curriculum Total = 60-65 Units

DA 50 INTRODUCTION TO DENTAL ASSISTING 2 Units

Prerequisites: Admission to Dental Assisting Program.

History of dentistry, dental practices, professional organization, ethics, terminology, health and grooming, employment and job demands.

Lecture -- 2 hours

Objectives: To orient dental assisting students to the profession of dentistry through lecture, discussion, field trips, laboratory experience, and research.

Unit A. History

Objectives: The student will be able to demonstrate her knowledge of the history of the dental profession including dental assisting, areas of employment opportunities, and the growth of the dental health team by:

1. Responding to in-class discussion questions in a manner acceptable to the instructor.
2. Achieving a satisfactory score on written examinations.
3. Writing annotations of assigned research in a format and manner described in the assignment sheet and later making a class-front presentation of the information for the purpose of gaining speaking experience.

Topic 1. The Dental Profession
- a. Significant events
- b. Current and future trends
- c. Educational standards

Topic 2. The Dental Assistant
- a. Significant events
- b. Current and future trends
- c. Educational standards

Topic 3. Areas of Practice
- a. General practice
- b. Specialties
  - (1) endodontics
  - (2) oral pathology
  - (3) oral surgery
  - (4) orthodonics
  - (5) pedodontics
  - (6) periodontics
  - (7) prosthodontics
  - (8) public health

INTRODUCTION TO DENTAL ASSISTING

c. Armed Forces, federal and other health services
d. Teaching
e. Research

Topic 4. Growth of the Dental Health Team
a. The dentist
b. Paradental personnel

Unit B. Professional Organizations

Objectives: The student will participate actively in local and state dental assistant associations by:

1. Belonging, attending, and participating in regularly scheduled meetings, and
2. Relating any new concepts and innovations in dentistry to the student group.

Topic 1. Objectives, Structures, Functions, and Responsibilities
a. A.D.A. (American Dental Association)
b. A.D.A.A. (American Dental Assistants Association)
(1) C.B.A.D.A.A. (Certifying Board American Dental Assistants Association)
c. A.D.H.A. (American Dental Hygiene Association)
d. N.A.C.D.L. (National Association of Certified Dental Laboratories)
e. Allied groups

Unit C. Principles of Ethics

Objectives: The student will demonstrate by actions in her daily activities the recommended code of ethics as prescribed by the American Dental Association and the American Dental Assistants Association, and identified and evaluated by the dental assisting instructor.

Topic 1. Internal Relationships
a. Personnel
b. Professional conduct

Topic 2. External Relationships
a. Patient
b. Allied groups
c. Professional conduct

Unit D. Terminology

Objectives: From a designated list of terms, the student in her activities will effectively utilize terminology for specific areas of dentistry in daily communication and in the application of dental office procedures.

Topic 1. Physiological
a. Prefixes and suffixes
b. Basic sciences

Topic 2. Mechanical
a. Operatory
b. Laboratory

Topic 3. Dental Procedures

Topic 4. Business Management

Unit E. Health and Grooming

Objectives: The student will exemplify the ultimate in professional grooming and proper attire as prescribed by the American Dental Assistants Association.

Topic 1. Personal Health
a. Physical
b. Mental

Topic 2. Personal Care and Cleanliness

Topic 3. Dress
a. Professional
b. Personal attire

Unit F. Employment and Job Demands

Objectives: The student will contrast the responsibilities for employment with regard to the demands of physical, mental, and emotional health as well as safety practices required by current local employment conditions for the area served, and as discussed, viewed, and compared with the activities of the dental practice.

Topic 1. Physical Demands
a. Optimum health

Topic 2. Aptitudes and Dexterity
a. Basic intelligence
b. Coordination

Topic 3. Personal Attributes
a. Honesty, tact, and loyalty
b. Attitudes
c. Personality
d. Flexibility, adaptability
e. Initiative, motivation
f. Oral and written communication skills

Topic 4. Interpersonal Relationships
- a. Working agreements
- b. Employer rights
- c. Employee rights

Topic 5. Safety Standards
- a. Office personnel
- b. Patients

DA 52A BIO-DENTAL SCIENCES 3 Units

Prerequisites: Admission to Dental Assisting Program.

Introduction to general anatomy, head and neck, teeth and supporting structures, diet and nutrition related to dental health.

Lecture-Laboratory -- 4 hours

Objectives: To develop a basic knowledge of gross anatomy, diet and nutrition with emphasis on the areas of dental anatomy.

Unit A. Introduction to General Anatomy

Objectives: The student will be able to define general anatomical terms and identify major systems of the body, according to information given in the text.

Topic 1. General Anatomical Terms

Topic 2. Major Systems of the Body

Unit B. Anatomy and Physiology of the Head and Neck

Objectives: By using charts, models and diagrams, the student will be able to identify and describe the functions of the oral cavity, bones of the skull, muscles of mastication, glands, nerves and blood vessels.

Topic 1. Oral Cavity
a. Soft tissues
b. Teeth

Topic 2. Bones of the Skull
a. Cranium
b. Face
c. Mandible

Topic 3. Muscles

Topic 4. Glands
a. Salivary
b. Lymphatic

Topic 5. Nerves

Topic 6. Blood Vessels

BIO-DENTAL SCIENCES

Unit C. The Teeth and Supporting Structures

Objectives: The student will be able to (1) present chronologically the growth and development of the face, teeth and supporting structures including histology of same; and (2) identify the surfaces and landmarks of the teeth and explain the functions of the dental arches according to the text provided.

Topic 1. Embryology, Growth and Development
a. Face and nose
b. Tongue and palate
c. Chronology of eruption

Topic 2. Histology
a. Tissues of supporting structures
b. Tissues of the tooth

Topic 3. Morphology
a. Surfaces and landmarks
b. Function of dental arches

Unit D. Diet and Nutrition as Related to Dental Health

Objectives: The student will be able to identify the eight basic foods and the elements composing the substance as related to diet and nutrition in dental health.

Topic 1. Metabolism

Topic 2. General Health

Topic 3. Dental Health

DA 60A DENTAL RADIOGRAPHY 2 Units

Prerequisites: DA 52A, 52B

History, principles, biological effects of radiation, protection, films, exposure and processing techniques, and mounting.

Lecture -- 1 hour
Laboratory -- 3 hours

Objectives: To acquire basic knowledge and develop skill in application of radiology in the dental office.

Unit A. History

Objectives: The student will be able to demonstrate knowledge in history of X ray in dentistry through accuracy in testing of subject matter.

Topic 1. Discovery of X Ray

Topic 2. Application of X Ray to Dentistry

Unit B. Principles and Properties

Objectives: The student will be able to identify and demonstrate the function of component parts of the dental X-ray equipment to the satisfaction of the instructor.

The student will be able to explain the properties and principles of the emission of the rays by passing of formal testing on subject matter established by the instructor.

Topic 1. Characteristics

Topic 2. Production of X Rays
a. Control factors (ma-kvp)
b. Control devices

Unit C. Biological Effects of Radiation

Objectives: The student will demonstrate knowledge of the biological effects of radiation by satisfactory completion of an examination with accuracy in the subject matter.

Topic 1. Maximum Dosage
a. Patient
b. Operator

Topic 2. Over-Radiation

BIO-DENTAL SCIENCES

Unit B. Insurance

Objectives: The student will identify and demonstrate her ability to complete pre-paid dental care forms according to the specifications of the organizations involved.

Topic 1. Terminology

Topic 2. Types of Insurance
- a. State
  - (1) Workmen's Compensation
  - (2) Medicare and Medicaid
- b. Union
- c. Private
  - (1) pre-paid
  - (2) post-paid

Topic 3. Types of Forms
- a. Charting
- b. Form completion
  - (1) qualifications
  - (2) limitations
  - (3) billing
  - (4) treatment
  - (5) coverage

Unit C. Supplies and Inventory

Objectives: The student will be able to identify supplies, verify and route invoices, and compile and maintain an inventory according to general dental office procedures.

Topic 1. Supplies
- a. Types
- b. Storage
- c. Sources

Topic 2. Inventory Control
- a. Ordering
- b. Indexing
- c. Receiving
- d. Repair and replacement

DA 56B PRACTICE ADMINISTRATION 3 Units

Prerequisites: DA 56A

Continuation of DA 56A. Emphasizes banking procedures, credit and collections, insurance forms, supplies and inventory control.

Lecture-Laboratory -- 4 hours

Objectives: The student will demonstrate competency in the completion of collection letters, patient prepaid insurance forms, maintenance of a supply and inventory file system.

Unit A. Banking

Objectives: The student will be able to demonstrate her ability in dental office procedures and records by satisfactory completion of all commonly used records according to the instructors satisfaction.

Topic 1. Banking Procedure
- a. Forms
- b. Statement reconciliation

Topic 2. Financial Arrangements
- a. Office plans
- b. Bank plans

Topic 3. Credit and Collections

Topic 4. Office Correspondence
- a. Incoming
- b. Outgoing

Topic 5. Files
- a. Business
  - (1) current
  - (2) closed
  - (3) equipment
  - (4) insurance
  - (5) taxes
- b. Patient
  - (1) active
  - (2) inactive
  - (3) recall
  - (4) X ray

Topic 5. Bookkeeping: Manual, Machine, and Data Processing
a. Daily entries
b. Weekly summary
c. Monthly summary
d. Yearly summary

DENTAL MATERIALS

Unit B. Human Relations

Objectives:
1. The student will demonstrate her knowledge of telephone techniques by completion of role playing situations in accordance with the guide book of the telephone company.
2. The student will demonstrate her knowledge of reception duties to the satisfaction of the instructor.

Topic 1. Patient Oriented

Topic 2. Paradental Personnel

Topic 3. Intraprofessional

Topic 4. Interprofessional

Unit C. Office Procedures

Objectives:
1. The student will demonstrate her knowledge of telephone techniques by completion of two role playing situations in accordance with the guide book of the telephone company.
2. The student will demonstrate her knowledge of reception duties by correctly listing duties found on the instructor's assignment sheet.

Topic 1. Telephone Techniques

Topic 2. Reception Duties

Topic 3. Forms
- a. Patient records
  - (1) acquaintance
  - (2) case history
  - (3) charting
  - (4) treatment
  - (5) financial
- b. Office records
  - (1) appointment book
  - (2) appointment card
  - (3) day sheet
  - (4) receipt book
  - (5) ledger
  - (6) check book

Topic 4. Appointment Control
- a. Time
- b. Patient
- c. Operative procedure

PRACTICE ADMINISTRATION

DA 56A PRACTICE ADMINISTRATION 2 Units

Prerequisites: DA 50, 52A

Jurisprudence; human relations; psychology; office procedures including reception duties, telephone technique, bookkeeping, correspondence and filing. Visits to private dental offices with participation in selected office activities.

Lecture-Laboratory -- 4 hours

Objectives:
1. The student will be capable of demonstrating appreciation of the legal necessity of maintaining accurate records.
2. The student will demonstrate understanding and respect for the Code of Ethics pertaining to the dental and dental assisting professions by satisfactorily completing a test on the subject matter.

Unit A. Jurisprudence

Objectives: The student will demonstrate her knowledge of ADA and ADAA ethics; malpractice, moral and legal responsibilities of the dental office according to the State Dental Practice Act and applicable State and National Statutes by completing a written examination to the satisfaction of the instructor.

Topic 1. Ethics
- a. Principles A.D.A.
- b. Code A.D.A.A.
- c. State Dental Practice Act

Topic 2. Malpractice--Moral and Legal Responsibility
- a. Dentist
- b. Paradental personnel
- c. Patient
- d. Records

Topic 3. Legislation
- a. State Labor Code
- b. Workmen's Compensation
- c. Unemployment Insurance
- d. Health and Safety
- e. Social Security

Topic 4. Metals
a. Pure
b. Alloys
c. Amalgams

Topic 5. Porcelains

Topic 6. Abrasives

Topic 7. Chemicals

PRACTICE ADMINISTRATION

PRACTICE ADMINISTRATION

DA 54 DENTAL MATERIALS 2 Units

Prerequisites: DA 50, 52B (may be taken concurrently)

Basic physical and chemical properties of dental materials, classification of materials--gypsum products, impression materials, cements, metals, porcelains, abrasives, chemicals.

Lecture -- 1 hour
Laboratory -- 3 hours

Objectives: To develop knowledge of the physical and chemical properties of dental materials. To provide an understanding of the proper utilization of dental materials.

Unit A. Introduction

Objectives: The student will be able to differentiate and discuss dental materials by chemical formula and their physical properties relating to ADA specifications.

Topic 1. Basic Physical and Chemical Properties of Dental Materials
a. Measurement systems
b. Classification and laws of mass and matter
(1) liquids
(2) solids
(3) gases
c. Natural forces and reactions
d. Atomic structure and ionic theory

Unit B. Classification of Dental Materials

Objectives: The student will be able to identify and manipulate the following materials according to the manufacturers' directions: (1) gypsum products, (2) impression materials, (3) cements, (4) metals, (5) porcelain, (6) abrasives, (7) chemicals.

Topic 1. Gypsum Products

Topic 2. Impression Materials
a. Colloids
b. Compounds and waxes
c. Rubber base--silicones

Topic 3. Cements
a. Zinc oxide-Eugenol
b. Zinc phosphate
c. Silicate
d. Acrylic

Unit D. Pharmacology

Objectives: The student will be able to recognize and identify drugs and preparations used and associated with dental treatment and demonstrate the use, care and storage of medicaments according to regulations of the Food and Drug Administration.

Topic 1. Introduction
- a. History
- b. Vocabulary

Topic 2. Classification of Drugs
- a. Source of information
- b. Sources of drugs
- c. Types

Topic 3. Administration of Drugs
- a. Methods

Topic 4. Effects of Drugs
- a. Reactions
- b. Antidotes

Topic 5. Application in Dental Conditions
- a. Indications

Topic 6. Legal Aspects

Topic 7. Prescriptions

Topic 8. Care and Storage

DENTAL RADIOGRAPHY

DA 52B BIO-DENTAL SCIENCES 3 Units

Prerequisites: DA 50, 52A

Introduction to microbiology, sterilization and disinfection, pathology of hard and soft tissues, and pharmacology.

Lecture-Laboratory -- 4 hours

Objectives: To expand the student's knowledge of microbiology, effects of sterilization, the involvement of pathological conditions as related to the hard and soft tissues of the oral cavity, and to develop an appreciation of the derivation and effects of dental therapeutics.

Unit A. Introduction to Microbiology

Objectives: The student will be able to classify and identify microorganisms and understand their transmission and control, according to the instructions relating to dental procedures.

Topic 1. Microorganisms
a. Classification
b. Identification
c. Transmission
d. Control

Unit B. Sterilization and Disinfection

Objectives: The student will be able to demonstrate the methods and techniques of sterilization and disinfection according to the standards established by the Department of Health, Education, and Welfare.

Topic 1. Methods

Topic 2. Techniques

Unit C. Pathology of Soft and Hard Tissues

Objectives: By using visual aids and texts the student will be able to recognize the differences between certain pathological conditions of soft and hard tissues, and identify the steps of tissue repair.

Topic 1. Etiology
a. Congenital and hereditary
b. Acquired

Topic 2. Treatment and Tissue Repair

Unit D. Protection

Objectives: According to the standards of the Department of Health Radiation Code for the State of California, the student will be able to demonstrate knowledge of protection techniques in the use of dental X-ray equipment.

Topic 1. California Radiation Safety Code

Topic 2. Patient

Topic 3. Operator

Unit E. Dental Films

Objectives: The student will be able to identify and describe the composition, speed, types, care and storage of dental X-ray film according to the standards of the specific film manufacturer.

Topic 1. Composition

Topic 2. Speed

Topic 3. Types

Topic 4. Care and Storage

Unit F. Technique of Exposure

Objectives: The student will be able to demonstrate the accepted techniques of patient positioning, film placement, angulation, and exposure to obtain desired density according to dental practice standards.

Topic 1. Bisection of Angle

Topic 2. Paralleling

DENTAL RADIOGRAPHY

DENTAL RADIOGRAPHY

DA 60B DENTAL RADIOGRAPHY 2 Units

Prerequisites: DA 60A

Continuation of DA 60A. Emphasizes quality of films, exposure and processing techniques and evaluation.

Lecture -- 1 hour
Laboratory -- 2 hours

Objectives: To develop advanced knowledge in the technique of dental radiography, skill in the production of intra- and extra-oral films. To develop ability to evaluate quality of films produced.

Unit A. Processing

Objectives: The student will be able to:

1. Identify and demonstrate operation of various darkroom apparatus and equipment according to the manufacturer's recommended procedures.
2. Explain the properties and effects of the processing solutions.
3. Demonstrate the processing procedure of the film according to the manufacturer's specific recommendations.

Topic 1. Darkroom Facilities

Topic 2. Chemical Solutions

Topic 3. Procedure

Unit B Mounting

Objectives: The student will be able to mount processed dental X-ray films according to acceptable dental practice standards.

Topic 1. Methods

Topic 2. Care of Mounted Film

Unit C. Evaluation

Objectives: The student will be able to accurately identify landmarks, exposure faults, processing faults of dental X-ray films according to accepted dental standards.

Topic 1. Landmarks

Topic 2. Exposure Faults

Topic 3. Processing Faults

DA 62A DENTAL OPERATORY PROCEDURES 3 Units

Prerequisites: DA 52B, 54

Pre-operative procedures; instruments; function, care and maintenance of instruments and equipment; patient care; introduction to operative and post-operative procedures including sterilization procedures.

Lecture -- 2 hours
Laboratory -- 3 hours

Objectives: To prepare the dental assisting students to assist the dentist efficiently in all phases of dental procedures in the operatory.

Unit A. Pre-operative Procedures

Objectives: The student will be able to explain and identify usage and care of pre-operative instruments as required in the general dental practice.

Topic 1. Instruments
a. Identification of hand and rotary instruments

Topic 2. Function of Hand and Rotary Instruments

Topic 3. Basic Tray Set-up
a. How to set up basic tray

Topic 4. Passing and Receiving Instruments
a. How to pass and receive instruments

Topic 5. Care of Instruments
a. How to sharpen instruments

Unit B. Equipment

Objectives: The student will be able to explain the principle and demonstrate the operation, use, and maintenance of dental equipment routinely used in general practice in accordance with the manufacturer's recommendations.

Topic 1. Dental Unit
a. How to care for and maintain the dental unit

Topic 2. Handpieces
a. How to care for various handpieces

Topic 3. The Engine Arm
a. How to change belt on engine arm

DENTAL OPERATORY PROCEDURES

DENTAL OPERATORY PROCEDURES

Topic 4. Dental Chair
a. How to care for and maintain the chair

Topic 5. Evacuation (oral)
a. How to select and use evacuation equipment
b. How to care for the evacuator

Topic 6. Instrument and Supply Cabinet
a. How to arrange instruments in cabinet
b. How to care for and maintain cabinet

Topic 7. Sanitization of Equipment

Unit C. Care of the Patient

Objectives: In a role playing situation the student will be able to seat, prepare, and dismiss patients according to the dental procedure indicated by the instructor.

Topic 1. Seating the Patient
a. How to seat the patient
b. How to drape the patient
c. How to dismiss the patient

Unit D. Operative Procedures

Objectives: The student will be able to apply the principles of all phases of restorative and preventive dental procedures in accordance with accepted practice in the dental community.

Topic 1. Anesthesia
a. How to prepare the syringe

Topic 2. Rubber Dam
a. How to prepare set-up for rubber dam
b. How to assist in placement and removal of rubber dam

Topic 3. Restorative Dentistry

Topic 4. Amalgam Alloy
a. How to prepare amalgam alloy (various methods)
b. How to prepare set-ups for preparation, condensation and carving of amalgam restorations

Topic 5. Synthetic Restorative Materials
a. How to prepare set-up for silicate materials
b. How to prepare silicate materials

Topic 6. Gold Foil
- a. How to prepare set-ups for gold foil restorations
- b. How to anneal gold foil
- c. How to pass gold foil

Topic 7. Cast Gold Restorations
- a. How to prepare set-ups for cavity preparation
- b. How to prepare set-ups for retracting procedures and materials used
- c. How to prepare impression tray
- d. How to load impression tray and syringe
- e. How to prepare set-up for temporary restoration
- f. How to prepare set-up for cementation

DENTAL OPERATORY PROCEDURES

DENTAL OPERATORY PROCEDURES

DA 62B DENTAL OPERATORY PROCEDURES 2 Units

Prerequisites: DA 62A

Continuation of DA 62A. Anesthetics, restorative dentistry, prosthetics, endodontics, oral surgery, periodontics, pedodontics, orthodontics, dental health education, emergency and first aid, operative and post-operative procedures, maintaining sterilization standards.

Objectives: To prepare the student to assist the dentist in advanced operative procedures and areas of specialty practices.

Unit A. Operative Procedures

Objectives: To provide competency and skill in the performance of duties.

Topic 1. Prosthetics--Fixed Bridge
a. How to prepare set-ups for the various procedures in fixed bridge prostheses.

Topic 2. Prosthetics--Partial Dentures
a. How to prepare set-ups for partial dentures

Topic 3. Prosthetics--Full Dentures
a. How to prepare set-ups for full denture prosthetics

Topic 4. Endodontics
a. How to prepare set-ups for the various procedures in endodontics

Topic 5. Oral Surgery

Topic 6. Kinds of Anesthetics
a. How to prepare set-ups for the various procedures in oral surgery

Topic 7. Periodontics
a. How to prepare set-ups for the various procedures in periodontics

Topic 8. Dental Public Health Education

Topic 9. Orthodontics
a. How to prepare set-ups for the various procedures in orthodontics

Topic 10. Emergency and First Aid
a. How to assist in an emeryency
b. How to assist in artificial respiration

Topic 11. Pharmacology as it refers to above Procedures

Topic 12. Sterilization as it refers to above Procedures

Unit B. Post-operative Procedures

Objectives: To provide knowledge and ability in the follow through of patient dismissal and post-operative duties in the operatory.

Topic 1. Dismissal of Patient

Topic 2. Instruments
a. Scrubbing
b. Sterilization and disinfection
c. Storage

Topic 3. Equipment
a. Clean
b. Lubricate
c. Storage

DENTAL OPERATORY PROCEDURES

DENTAL LABORATORY PROCEDURES

DA 64A DENTAL LABORATORY PROCEDURES 2 Units

Prerequisites: DA 52B, 54

Principles of safety; care and maintenance of equipment, instruments, work areas; types and uses of impression trays.

Lecture -- 1 hour
Laboratory -- 3 hours

Objectives: To develop an understanding of the laboratory procedures performed in the practice of dentistry and to develop skills in performing laboratory techniques which can be effectively accomplished by the dental assistant.

Unit A. Principles of Safety

Objectives: The student will be able to identify and label dental laboratory equipment and materials, and to demonstrate safe procedures for their use, handling and storage in accordance with standards of the California Division of Industrial Safety.

Topic 1. Rules of Safety

Topic 2. Precaution with Chemicals
a. Use and storage
b. Antidotes

Topic 3. Precaution with Laboratory Equipment
a. How to safely use electrical, gas, and mechanical equipment

Unit B. Care and Maintenance of Equipment, Instruments and Work Areas

Objectives: The student will be able to list and demonstrate preventive maintenance, cleaning and care of dental laboratory equipment, instruments and work areas, according to the manufacturer's recommendations and work simplification procedures.

Topic 1. Routine Care

Topic 2. Periodic Maintenance

Unit C. Types and Uses of Impression Trays

Objectives: The student will be able to identify, select or construct impression trays appropriate to the impression technique.

Topic 1. Metal Trays
- a. Identification
- b. Selection for use
- c. How to clean and store

Topic 2. Plastic Trays
- a. How to construct a custom tray
- b. How to modify pre-fabricated trays

Topic 3. Miscellaneous Trays
- a. Identification
- b. Selection for use

DENTAL LABORATORY PROCEDURES

DENTAL LABORATORY PROCEDURES

DA 64B DENTAL LABORATORY PROCEDURES 2 Units

Prerequisites: DA 64A

Preparation and uses of dental waxes and impression materials, models, fixed and removable prostheses, dental laboratory functions and dental laboratory case preparation.

Lecture -- 1 hour
Laboratory -- 2 hours

Objectives: To develop knowledge in the application of dental waxes and their function.

To acquire ability to properly manipulate laboratory materials in the fabrication of dental prostheses.

Unit A. Preparation and Uses of Dental Waxes

Objectives: The student will be able to identify and manipulate dental waxes according to their uses and the manufacturer's recommendations.

Topic 1. Pattern Waxes

Topic 2. Impression Waxes

Topic 3. Processing Waxes

Topic 4. Study Waxes

Unit B. Preparation and Uses of Impression Materials

Objectives: The student will be able to identify and manipulate dental impression materials according to their uses and the manufacturer's recommendations.

Topic 1. Rigid

Topic 2. Thermoplastic

Topic 3. Elastic

Unit C. Kinds and Uses of Models

Objectives: The student will be able to identify kinds of models, material formulas and demonstrate the preparation of models appropriate to their uses.

Topic 1. Materials
a. Review
b. How to mix

Unit D. X Ray

Topic 1. Exposure

Topic 2. Processing

Topic 3. Mounting

Unit E. Laboratory

Topic 1. Laboratory Procedures as Indicated within the Supervised Area

Unit F. Office Procedures

Topic 1. Communications

Topic 2. Records

Objectives: Unit A through Unit F -- The student will function in a skillful manner as indicated by the criteria established by the training program, instructor and the dental profession as relating to the advanced practice of dentistry.

DENTAL LABORATORY PROCEDURES

DENTAL LABORATORY PROCEDURES

DA 70B SUPERVISED CLINICAL EXPERIENCE 2 Units

Prerequisites: DA 70A

Continuation of DA 70A with emphasis on clinical experience in private dental practices including the specialized areas of dentistry.

Laboratory -- 7 hours

Objectives: The student will be able to apply classroom and laboratory principles in association with punctuality, appropriate emotional attitudes, enthusiasm, and constructive evaluation in the clinical performance of all assigned duties in an actual dental office practice environment.

Unit A. Pre-operative Procedures

- Topic 1. Operative Preparation
- Topic 2. Seating Patient

Unit B. Chairside Assisting

- Topic 1. Operative Procedures
- Topic 2. Prosthetics
- Topic 3. Oral Surgery
- Topic 4. Endodontics
- Topic 5. Periodontics
- Topic 6. Pedodontics
- Topic 7. Examination and Diagnosis
- Topic 8. Orthodontics
- Topic 9. Health Education

Post-operative Procedures

- Topic 1. Dismissal of Patient
- Topic 2. Operatory Care
- Topic 3. Sterilization

DA 70A SUPERVISED CLINICAL EXPERIENCE 2 Units

Prerequisites: Concurrent registration in DA 60A, 62A, 64A

Clinical dental assisting experience with instructor supervision in such locations as dental schools, clinics, hospitals and selected private dental practices.

Lecture -- 1 hour
Laboratory -- 3 hours

Objectives: The student will be capable of applying acquired knowledge and skills of dental assisting in an actual dental situation under the direction and standard of proficiency established by the supervising instructor.

Unit A. Operative Procedures

Unit B. Surgical Procedures

Unit C. Patient Approach

Unit D. Laboratory Duties

Unit E. Business Procedures

Objectives: Unit A through Unit E above will develop the student's proficiency in performance of assigned duties under standards established by supervisory personnel.

SUPERVISED CLINICAL EXPERIENCE

SUPERVISED CLINICAL EXPERIENCE

Unit G. Principles of Storing Laboratory Materials and Laboratory Equipment

Objectives: The student will be capable of properly ordering, packaging and storing expendable and non-expendable dental laboratory materials and caring for laboratory equipment according to manufacturers' recommendations.

Topic 1. Storing Laboratory Materials

Topic 2. Storing Laboratory Equipment

Topic 2. Types
a. Identification
b. How to pour

Topic 3. Trimming

Topic 4. Finishing

Unit D. Identification of Artificial Dental Prostheses

Objectives: The student will be capable of identifying the different types of removable prostheses as indicated by the instructor.

Topic 1. Partial Denture--Removable

Topic 2. Full Denture, Maxillary and Mandibular

Topic 3. Materials--Precious Metals, Porcelain, Acrylics

Unit E. Functions of the Dental Laboratory

Objectives: The student will be able to identify and describe the function of the dental prostheses and appliances; list steps of fabrication of dental prostheses according to Accredited Dental Laboratory procedure.

Topic 1. Steps in Crown and Bridge Construction

Topic 2. Steps in Artificial Denture Construction and Repair

Topic 3. Steps in Orthodontic Appliances

Topic 4. Steps in Fabrication of Dental Ceramics and Bonded Porcelain

Unit F. Principles of Preparing Cases for the Dental Laboratory

Objectives: The student will be able to prepare cases for delivery to a commercial dental laboratory in accordance with Accredited Dental Laboratory procedures, and to coordinate dental office appointments with laboratory schedules.

Topic 1. Recording
a. How to control case load
b. Checking prescription for completeness

Topic 2. Packaging

SUPERVISED CLINICAL EXPERIENCE

SUMMARY AND RECOMMENDATIONS

This model curriculum is the result of the efforts of many persons interested in dental assisting education working in a variety of settings and with a variety of resources over a period of time. We have seen how the results of these efforts were used by the California State Advisory Committee on Dental Assisting Education to arrive at a plan for the education and training of future dental assistants that is consonant with the demands of modern dental and educational practices. Built into the plan are the ingredients necessary for effecting a smooth, easy transition to the acquisition of new competencies as the art and science of dentistry and education advance and as legislation permits.

In order to implement effectively the plan that is outlined in this model, it is recommended that:

1. The program of instruction should be offered in a collegiate institution and lead to an Associate in Arts (A.A.) or Associate in Science (A.S.) degree.

2. Curriculum prerequisites should be of a nature that will assure high school graduates a reasonable chance for success both in the program and in the profession.

3. Performance criteria, courses and course content should follow the patterns outlined in this paper.

4. The curriculum should provide for about equal amounts of (a) general education and related "pre-clinical" subjects, including a course in applied psychology, and (b) specialized dental assisting courses.

5. Early in the program, and prior to advanced clinical experience, the student should receive orientation experience in a dental school, clinic or private dental office.

6. Third semester supervised experience should be provided in a dental school, dental clinic or hospital with dental facilities wherever possible, and in the fourth semester clinical experience in selected private offices. Advanced clinical experience should involve a variety of experiences in both dental clinics and private dental offices.

7. A planned program of orientation for dental students and practicing dentists should precede the clinical experience of dental assisting students.

8. Adequate supervision of dental assistant trainees is imperative. The following ratio of instructor/supervisor to students is recommended and should be followed as closely as possible: in the dental clinic 1:16; in the private dental offices 1:12.

9. A knowledgeable and competent advisory committee composed of dentists and certified dental assistants should be appointed to assist with the planning, inauguration and implementation of each program.

10. The practice of accrediting dental assisting training programs by the Council on Dental Education of the American Dental Association represents a distinct service to dental assisting education and should be continued.

11. The educators in accredited dental assisting institutions should encourage and provide the opportunity for each student to apply for the certification examination provided by the Certifying Board of the American Dental Assistants Association.

12. The program should be evaluated continuously by staff and local advisory committees in terms of current dental practices.

13. For effective evaluation of student achievement, the topics in DA 62A,B DENTAL OPERATORY PROCEDURES and DA 64A,B DENTAL LABORATORY PROCEDURES, should be utilized.

REFERENCES

SELECTED REFERENCES

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